

Pupil Premium Strategy Statement 2018-20

Bowes Primary School

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1. Summary information			
School	Bowes Primary School		
Academic Years	September 2018 – August 2020	Total PP budget	£139,920 (Sep 18-Aug19) £137,280 (Sept 19-Aug 20)
Total number of pupils	604 (Jan 2018) (Sep 18-Aug19) 636 (Jan 2019) (Sept 19-Aug 20)	Number of pupils eligible for PP	106 pupils (18%) (Sep 18-Aug19) 104 pupils (16%) (Sept 19-Aug 20)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Limited speech and language skills including gaps in phonics which impacts reading and writing
B.	Lack of fluency, reasoning and problem-solving skills in maths
C.	Social, emotional and mental health difficulties, which impacts on self-esteem and behaviour
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Poor attendance and punctuality prevents some disadvantaged pupils from successfully accessing learning at school
E.	Access to resources, such as books, libraries and life experiences
F.	Parental engagement with school and perceptions of education

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Measure a sustained improvement in speech and language skills, including gaps in phonics which impacts reading and writing.	<ul style="list-style-type: none"> To narrow the attainment gap between disadvantaged pupils and their peers in reading and writing to ensure that each child maximises their potential. Increase the number of disadvantaged pupils achieving the expected standard in reading, writing and maths combined, in all year groups. Maintain the high attainment in the Y1 phonics test.
B.	Pupils have excellent fluency, reasoning and problem-solving skills in maths.	<ul style="list-style-type: none"> To narrow the attainment gap between disadvantaged pupils and their peers in maths to ensure that each child maximises their potential. Increase the number of disadvantaged pupils achieving the expected standard in reading, writing and maths combined, in all year groups.
C.	Improvement in pupils' self-esteem and behaviour.	<ul style="list-style-type: none"> Decrease in serious incidents recorded for pupils. Ensure needs are addressed and individual provision is put in place for those DA children with SEMH difficulties.
D.	Improvement in attendance and punctuality.	<ul style="list-style-type: none"> Attendance of disadvantaged pupils overall to improve with a target of 95%. Persistent absent percentages for disadvantage pupils to be in line with national averages of other pupils.
E.	To have access to resources, such as books, libraries, clubs and life experiences.	<ul style="list-style-type: none"> Pupils to attend/visit places they would not usually be exposed to. Pupils attend after school enrichment clubs. Pupils have access to books and maths resources at home.
F.	Parents are engaged with the school and their child's learning.	<ul style="list-style-type: none"> Larger engagement from parents including Bring Your Grown Up to school, parent meetings/workshops etc. Home learning shows that parents are supportive and engaged with their children's learning. The Pastoral and Enrichment Manager of the school is able to actively engage our hard to reach parents in their child's well-being and learning.

4. Planned expenditure					
Academic year		2018-19-20			
i. Quality of teaching for all					
Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A B	Member of the senior leadership team to lead the school in modelling outstanding teaching and learning, thereby raising overall quality across the school and consequently raising achievement. → High quality teaching intervention during morning sessions, ensuring smaller groups and lower teacher to pupil ratios; → Implementing coaching and mentoring across the school; → Implementation of curriculum; → Whole school interventions; → Conducting progress meetings; → Conducting learning moderations;	As part of the school's SDP and on-going expectations for teaching and learning every teacher is accountable for the progress and attainment of their pupils with particular emphasis on vulnerable groups. ✓ 100% good or outstanding teaching. ✓ Consistent implementation of practice and expectations across school (Lesson observations / Progress meetings/ Learning moderations).	<ul style="list-style-type: none"> Initial target setting meeting Termly progress meetings Gap task set for ALs Learning moderations 	DHT ALs All staff	Termly
A B	To purchase iPads for KS2 pupils to use in lessons, providing them with access to the latest technology in order to raise engagement and participation in their learning.	Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways.	<ul style="list-style-type: none"> Regular moderations of the impact of iPads on feedback for learning carried out by the DHT. Lesson observations. 	Computing technician Teachers	Termly
A B	To use CPD to ensure teaching is of an excellent standard.	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.	<ul style="list-style-type: none"> Learning snapshots and moderations of teaching indicate good progress and quality first teaching. Learning moderations and cross moderations are standardised and strengthen teaching and learning. Training on priorities relating to PP spend improves teaching and learning. 	Headteacher DHT	Termly
A B F	Purchase additional revision resources for KS2 pupils in order to support them with their learning at home.	Additional resources will support pupils at home with their learning and give them the same opportunities as other pupils.	<ul style="list-style-type: none"> Used in teaching as a reference point to support learning. 	Teachers MLs	Daily
Total budgeted cost					£43,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
CF	<p>Improve learning behaviours, attitude and, self-esteem by supporting pupils through use of therapeutic support.</p> <ul style="list-style-type: none"> One to one support for specific pupils who have social, emotional and mental health needs. Parents feel supported by the school in the development of their children. Targeted enrichment opportunities for disadvantaged pupils who have less access to either extra-curricular or individual paid tuition. 	<p>If a child's social and emotional needs are met then they are able to achieve in all areas of the curriculum.</p> <p>Barriers to learning are overcome and targeted children make expected progress.</p>	<ul style="list-style-type: none"> Identify pupils in progress meetings. Review in each progress meeting against Pupil Premium Report. 	Pastoral and enrichment manager	Termly
ABE	<p>Set up Year 6 evening school – this ensures additional tutoring is provided outside of school hours for targeted pupils to achieve the age-related expectation at the end of KS2.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: pupils having clear goals/objectives; teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p>	<ul style="list-style-type: none"> Half-termly progress meetings for pupils in Year 6. Pupil Premium reports updated. Regular verbal updates from AHT who is leading initiative. 	AHT, Teachers	Half-Termly Verbal ad-hoc updates.
ABC	<p>Range of clubs before or after school available including:</p> <ul style="list-style-type: none"> Booster groups carried run by class teachers. Home learning clubs in various year groups and during ASC provision. 	As above	<ul style="list-style-type: none"> AHT to have an overview targeted support and track half-termly progress. 	DHT AHTs	Termly

C	<p>Pastoral and Enrichment Manager to run circle time training and coach and mentor staff</p> <p>Staff at all levels to attend attachment training</p>	<p>“With pacy and planned circle time activities and circle time games, pupils can gain experiential practice at communication and social skills, problem solving and other social and emotional competencies.” Jenny Mosely</p> <p>“The attachment theory highlights the importance of the relationship between children and their primary caregiver.” Louise Michelle Bombèr</p>	<ul style="list-style-type: none"> • Lesson observations • Monitor serious incidents recorded for pupils • Monitor exclusions (internal and external) recorded for pupils 	<p>HT DHT Pastoral and Enrichment Manager.</p>	<p>Termly</p>
D	<p>To provide mentoring for pupils with SEMH</p>	<p>2008, the National Foundation for Educational Research & TDA, found that, ‘a culture of mentoring and coaching will, over time, have an impact on young people and their learning.’</p>	<ul style="list-style-type: none"> • Lesson observations • Monitor serious incidents recorded for pupils • Monitor exclusions (internal and external) recorded for pupils 	<p>AHT SENCo</p>	<p>Termly</p>
E	<p>To ensure disadvantaged pupils have books to take home to read during the holidays</p>	<p>Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils’ tended to read less and ‘advantaged’ pupils more in the school holidays. As a result of this, disadvantaged pupils’ reading scores dip lower than their ‘advantaged’ peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the ‘advantaged’ children over time.</p>	<ul style="list-style-type: none"> • Tracking home school record book 	<p>AHT Class Teachers</p>	<p>Termly</p>
Total budgeted cost					£39,500

iii. Enrichment and experiences					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
E	Provide individual music lessons for pupils	Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.” National Curriculum 2013	Music teacher to invite disadvantaged pupils to take up on the music lesson offer and report this termly to DHT	Music teacher DHT	Termly
	Provide pupils with access to a range of internally run after school clubs after school clubs e.g. Spanish, multi-sports, sketching, tag rugby	Pupils benefit from working with others and being introduced to a variety of experiences.	<ul style="list-style-type: none"> Report produced each term to monitor the number of disadvantaged pupils attending clubs Invite disadvantaged pupils to attend clubs if they haven't taken up on the offer 	DHT Class Teachers Admin officer	Termly
	Provide opportunities for disadvantaged pupils to attend enrichment opportunities e.g. debating, maths master club, writers workshops, sporting tournament, music.	Enrich those who haven't got opportunity in extra-curricular activities	Track pupils who attend clubs to ensure disadvantaged pupils have the opportunity	Class Teachers Pastoral and Enrichment Manager	Termly
	Subsidise education visits (including residential).	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	<ul style="list-style-type: none"> Track pupils to ensure disadvantaged pupils have had the opportunity to attend visits Celebration of work 	DHT Class Teachers	Termly
	Ensure disadvantaged pupils are represented across the school as good role models e.g MPs, reading buddies.	As above	<ul style="list-style-type: none"> Tracking disadvantaged pupils MP events Celebration of work 	DHT	Yearly
	Plan and implement whole school initiatives e.g. Fiver Challenge.	“We believe enterprise is vital to prepare children for the real world.” Enabling Enterprise	<ul style="list-style-type: none"> SLT to monitor the effectiveness of initiatives e.g. pupil interviews 	DHT AHTs	After each event
Total budgeted cost					£47,000

iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
D	Attendance officer to support families in overcoming barriers to attendance through targeted family work.	“Regular attendance at school gives you the best possible start in life and prepares you for the future.” DFE	<ul style="list-style-type: none"> Headteacher to meet with attendance officer termly to report HUB report to LGB 	Attendance officer Headteacher	Termly
F	<ul style="list-style-type: none"> Organise coffee mornings for parents with a range of focuses and invite key members of the community. Bring a Grown up to School Day twice a year. Lead parent workshops e.g. Statutory Assessment, EYFS, Maths, Online safety etc. 	<p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.</p> <p>Research (and common sense) tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement.</p> <p>PEN report (22 November 2017) by the Sutton Trust states “relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do the activities.</p>	<ul style="list-style-type: none"> Track attendance of disadvantaged families for events such as learning conversations, coffee mornings, come learn with me Evaluation sheets at Bring a Grown up to School Day. 	DHT	Termly
C E	<ul style="list-style-type: none"> Offer breakfast for pupils before year six SATs 	Research carried out by the School’s Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).	<ul style="list-style-type: none"> Track attendance and performance of pupils 	Y6 AHT	Termly
Total budgeted cost					£11,500

Appendix 1: Pupil Premium Achievement 2019

KS2	Bowes Primary School 2019					National				
Attainment	Disadvantaged (DA) 23	Non- Disadvantaged (NDA) 61	Difference between DA & NDA 18-19			National Non- Disadvantaged 2019 (NDA)	Difference between school DA & National NDA 18-19			
RWM Expected Standard	67	79	-12			71	-4			
RWM Greater Depth	0	10	-10			13	-13			
Reading Expected Standard	79	82	-3			78	+1			
Reading Greater Depth	21	38	-17			31	-10			
Writing Expected Standard	71	84	-13			83	-12			
Writing Greater Depth	13	31	-18			24	-11			
Maths Expected Standard	83	90	-7			83	0			
Maths Greater Depth	13	33	-20			31	-18			
3 Year Progress	2017	2018	2019							
Reading		1.85	0.06							
Writing		-0.32	-1.28							
Maths		-0.14	-0.06							
						NNDA / NDA				
Reading Progress 2019	0.06	2.21				0.32 / 0.62				
Writing Progress 2019	-1.28	1.09				0.27/ -0.50				
Maths Progress 2019	-0.06	1.48				0.37 / -0.7				

KS1	Bowes Primary School 2019					National				
Attainment	Disadvantaged (DA) 20	Non- Disadvantaged (NDA) 80	Difference between DA & NDA 18-19			National Non- Disadvantaged 2019 (NDA)	Difference between school DA & National NDA 18-19			
Reading Expected Standard	50	83	-33			78	-28			
Reading Greater Depth	25	34	-9			28	-3			
Writing Expected Standard	40	78	-38			73	-33			
Writing Greater Depth	15	16	-1			17	-2			
Maths Expected Standard	55	81	-26			79	-24			
Maths Greater Depth	20	23	-3			24	-4			
Phonics										
Year one (9)	78	81	-3	86 (6)		84	-6	+2		
Year two (6)										
EYFS (5)										
GLD Expected										
Reading Expected										
Reading Exceeding										
Writing Expected										
Writing Exceeding										
Maths (number) Expected										
Maths Exceeding										

Evaluation

EX Expected

GD Greater Depth

DA Disadvantaged

NDA National Disadvantaged pupils

NNDA National Non-disadvantaged pupils

KS2

- Attainment: **School DA vs National NDA**. How the gap has closed over 3 years, 2017-2019
*In 2019, School DA achieved **below** School NDA (EX/GD) in all areas, but were in line with national NDA in reading and maths.*
- Progress: **School DA vs National NDA**
2019, School DA progress was well below School NDA progress in all areas and was much less than in 2018
Whilst School DA progress was almost in line with National NDA progress in reading and maths, it was below in writing,

KS1

- Attainment: **In school** comparison 2019. (closed from 2017?)
*In 2019, School DA achieved **well below** School NDA and in all areas, but less so at GD.*
- Attainment: **School DA vs National NDA**. How the gap has closed over 3 years, 2017-2019
*In 2019, School DA achieved **well below** National NDA and in all areas, but less so at GD*

Phonics

- *In 2019, School DA achieved **just below** school and national NDA.*

EYFS

- *In 2019, School DA **achieved below** School and National NDA in all areas*

Evaluation of the above (based on achievement in 2019)

- *The attainment and progress gap between DA/NNDA pupils was narrowed in reading and maths at the expected standard in KS2, and was in line with National NDA. Closing the greater depth gap remains a priority as well as closing the gap in writing, Ex/GD.*
- *KS1 DA pupils achieved **below** school and national NDA pupils in each subject at the **expected level**, but was **in line at greater depth**.*
- *DA pupils performed only **slightly below** NNDA in the phonics test.*